

УДК 796.011.1:796.031

THE ATTITUDE OF SECONDARY SCHOOL STUDENTS OF UKRAINE TO THE VALUES OF THE OLYMPIC SPORT

Oksana Vatzeba¹, Svitlana Stepaniuk², Vira Tkachuk³, Mariya Chemerys³

¹ Lviv State University of Physical Culture of Ivan Boberskiy, Lviv, Ukraine, ovaceba@ukr.net

² Kherson State University, Kherson, Ukraine, svetlanastepanuk@mail.ru

³ Ivano-Frankivsk College of Physical Education of the National University of Physical Education and Sport of Ukraine, Ivano-Frankivsk, Ukraine, viratk@ukr.net

<https://doi.org/10.29038/2220-7481-2017-03-169-172>

Abstract

Topicality. The modern Olympic Games are a school of education and upbringing, lifestyle and self-affirmation, a means of national identity and great politics, an arena of culture, everyday life and leisure. **Task.** To investigate the perception of the general cultural values of the Olympic sport by students of comprehensive secondary schools. **Methods.** Analysis of literary sources, method of comparative analysis, sociological method (questioning, questionnaire), methods of mathematical statistics. **Results.** The results of our research have made it possible to state that, generally students have an idea of the important principles of the Olympic sport and give them a different estimation. **Conclusions.** The humanistic potential of the Olympic sport promotes the forming of universal values, develops a sense of mutual respect, friendship and embodies the pursuit of the harmonious development of the personality.

Key words: Olympism, sport, humanism, values, schoolchildren.

Оксана Вацеба, Світлана Степанюк, Віра Ткачук, Марія Чермерис. Ставлення українських учнів основної школи до цінностей олімпійського спорту. **Актуальність.** Сучасні Олімпійські ігри – це школа освіти й виховання, способу життя та самоствердження, засіб національної ідентифікації та великої політики, арена культури, побуту, дозвілля. **Завдання** – вивчити сприймання загальнокультурних цінностей олімпійського спорту школярами загальноосвітніх навчальних закладів. **Методи** – аналіз літературних джерел, метод порівняльного аналізу, соціологічний метод (опитування: анкетування), методи математичної статистики. **Результати.** Результати проведеного нами дослідження дали змогу встановити, що загалом учні мають уявлення про важливі принципи олімпійського спорту, даючи їм різну оцінку. **Висновки.** Гуманістичний потенціал олімпійського спорту сприяє формуванню загальнолюдських цінностей, розвиває почуття взаємодопомоги, взаємоповаги, дружби, утілює прагнення до гармонійного розвитку особистості.

Ключові слова: олімпізм, спорт, гуманізм, цінності, школярі.

Оксана Вацеба, Світлана Степанюк, Віра Ткачук, Марія Чермерис. Отношение украинских учащихся основной школы к ценностям олимпийского спорта. **Актуальность.** Современные Олимпийские игры – это школа образования и воспитания, образа жизни самоутверждения, способ национальной идентификации, а также большой политики, арена культуры и быта. **Задания** – изучить отношение украинских учеников основной школы к ценностям олимпийского спорта. **Методы** – анализ литературных источников, метод сравнительного анализа, социологический метод (анкетирование), методы математической статистики. **Результаты.** Результаты проведенного нами исследования подтвердили, что в целом ученики имеют знания про важнейшие принципы олимпийского спорта, но при этом оценивали их по-разному. **Выводы.** Гуманистический потенциал олимпийского спорта помогает формированию общечеловеческих ценностей, развивает чувство взаимопомощи, взаимоуважения, дружбы, воплощает стремление к гармоническому развитию личности.

Ключевые слова: олимпизм, спорт, гуманизм, ценности, школьники.

Introduction. Integration of Ukraine into the European and world community implies the comprehensive development of the individual, his spiritual and physical culture and self-improvement. It determines the main ways of the modernization of the modern educational process. To give pupils knowledge about the Olympic sport in comprehensive secondary schools is one of the most important objectives.

The bases of state policy in this area are formulated in the Law of Ukraine «On Physical Culture and Sport», the Concept of Physical Education in the System of Education of Ukraine, the State Target Social Program for the Development of Physical Culture and Sports for the period up to 2020, the Code of Honor of Olympian of Ukraine, developed on the basis of norms and the requirements of the Constitution of Ukraine, the current legislation of Ukraine in the spheres of education, physical culture and sports, the provisions of the Olympic Charter, the Ethical Code of the International Olympic Committee and the Anti-Doping Code [7].

In Ukraine, a powerful Olympic state, the idea of disseminating knowledge of the Olympic theme has become widespread in the late XX – early XXI century [2].

The researches of V. Arefiev, G. Arzyutov, M. Bulatova, B. Vedmedenko, L. Volkov, V. Draghi, M. Dutchak, K. Zhukotynsky, K. Kozlov, S. Kanishevs'ky, T. Krutsevych, V. Mudrik, V. Platovnova, Yu. Poholinchuk, V. Sergeyeva, V. Stolyarova, N. Turchina and others outline, that growing awareness of the Olympic Movement is aimed at solving the contradiction between the high development of sport and the low level of physical culture, knowledge of the Olympic ideals and the values of Olympism among pupils and students [4; 6].

Due to the works of M. Antipova, V. Boloban, V. Visotsky, A. Gladoschuk, A. Domashenko, V. Kindenko, E. Kulinkovich, L. Lubysheva, P. Naul, V. Novoselsky, A. Suchylina, L. Suschenko, O. Tymoshenko, O. Chygyryn, A. Schwajkowska and others, the growth of knowledge about the Olympic theme is also intended to solve one of the most actual problems of physical culture – to increase the interest of children and students in physical exercises, which are the basis of health, physical development, motor activity and a healthy lifestyle.

S. Bubka, M. Bulatova, A. Vatseba, S. Guskov, A. Deminsky, V. Yermolova, L. Ivanova, V. Platonova, V. Ponomarenko, I. Popescu, S. Prysiashniuk, A. Rybkovs'ky, Y. Shanin, B. Shyianis underline in their studied that the Olympic education is based on the concept of Olympism. According to the Code of Honor of Olympian it is a philosophy of life that glorifies and unites in the harmonious unit the highest qualities of spirit, will, soul, mind and body, forms respect for universal fundamental ethical principles and puts sport at the service of harmonious human development.

Sport is the bioenergetic and social power of a society, which by its effective influence on a person and the ability to reveal his innate qualities, determines the way and style of the person's life. A young person who regularly goes in for sports, standings out at work with a high sense of responsibility, the ability to appreciate time, take decision, participate actively in the public life of both his team and society as a whole. It is easy for him to find a common language with colleagues, opponents and fans [1; 3].

Therefore, the Olympic education is a pedagogical process of mastering and gaining knowledge of the Olympic themes [5], Olympic values, principles, Olympic ideals, norms and requirements stated in the Code of Honor of Olympian of Ukraine. According to these requirements students who go in for sports must learn to constantly strive for self-improvement, persistently conquer the heights of the skill of the future profession and work daily on the development of their spiritual, mental, volitional and physical abilities. These students must remember that they are in constant moral debt to their parents and therefore they must respect, appreciate, take care of them in all ways, and enrich the glory of their ancestors. They have to live, study and train with great faith in their land, their people, their Motherland, to love and honor a man, to do their best for the good of their development and prosperity. They also have to remember that their native land, the evolutionary heritage of the Motherland give them the opportunity to reach the peak of their athletic skills, temper their character, strengthen their health, lead a healthy lifestyle.

That is why we have set the **goal** to study the perception of the general cultural values of the Olympic sports by pupils of comprehensive secondary schools.

Material and Methods of Research. Theoretical bases of research are scientific principles of the general theory of activity (B. G. Ananiev, L. S. Vygotsky, G. S. Kostyuk, A. M. Leont'ev), the problem of motivation (V. G. Ageev, I. D. Bech, V. S. Ilyin, D. O. Kiknadze, S. L. Rubinstein), the modern works on the Olympic sport and physical education (S. N. Bubka, M. M. Bulatova, L. V. Volkov, S. I. Gus'kov, T. Yu. Krutsevich, V. M. Platonov and others).

Methods of research –*theoretical*: studying and analysis of scientific sources on the problem of research, normative and program documents, comparison, systematization, classification, generalization of the obtained theoretical and experimental data in order to study the essence, structure and features of the formation of knowledge of the Olympic subjects of students; *empirical*: methods of pedagogical diagnostics, including a questionnaire, conducted with the aim of studying the perception of the values of the Olympic sport by schoolchildren; *statistical*: method of mathematical statistics (determination of average arithmetic).

Research Results. The researches were conducted by means of a questionnaire drawn up by an international research group as a part of the international project «Physical Fitness, Sporting Lifestyle and Olympic Ideals: Cross-Cultural Studies on Youth Sport in Europe». It contains 28 questions. In a total 470 schoolchildren of Ivano – Frankivsk secondary schools answered the questionnaire. They all were 12 and 15 years old. The results of our questionnaires make it possible to state that, in general, 32,6 % of the interviewed students indicate that one of the important ideals of sport is the respect of the opponent, 25,6 % of respondents indicate the adherence to the rules and 17,4 % of schoolchildren – a fair play. At the same time, we would like to emphasize that the Olympic principles are little known to 43 % of students. One of

the important ideals of sport is the principles of a fair play («Fair play»). In the questionnaire, the students were asked a question to determine the personal attitude towards certain items related to the principle of a fair play. The pupils had to decide whether they agreed with eight positions given in the questionnaire.

The results are presented in table 1:

Table 1

**Attitude of 15-Year-old Schoolchildren Towards the Principle of fair Play
(% of Answers, n = 230)**

№	Positions	Positive attitude, %	Negative attitude, %
1	You cannot avoid the offence of Your opponent in some sports	11.6	28.5
2	If your opponent is competing unfairly, then You can also compete unfairly	39.5	19.2
3	It is impossible to do well in sports, playing fairly	13.6	50.0
4	A fair game is present in sports competitions of different levels	57.0	14.2
5	Violence is indispensable in some sports	27.9	27
6	It's okay to be selfish in sports	17.4	17.8
7	I would use banned drugs to win a gold medal	13.6	71.4
8	You can win by playing fairly	65.1	14.2

The results of our questionnaire made it possible to determine that in general, students have a positive attitude towards one of the important principles of the Olympic sport – «fair play». More than half the interviewed students, namely 65,1 %, are convinced that they can win in sports competitions, playing fairly. We have also found out the interesting results that show that 13,6 % of the schoolchildren can use forbidden drugs for the Gold Olympic Award.

More than half the students believe that it is possible to win in sports, playing honestly. Almost the same number of interviewed schoolchildren, in particular 57 %, think that «fair play» is present in competitions of different levels. Therefore, we see students' support for the principle of «fair play» because they behave honestly not only on sports grounds, but in life in general.

Besides non-alternative questions, the questionnaire involved alternative ones. One of them was aimed at determining the associations connected with the Olympic games, that is, the student had to choose out of 17 proposed associations those that he fully agreed and those that, in his opinion, the Olympic games did not reflect. The number of student-selected associations was not regulated. The results of the answers are presented in table 2.

The analysis of the data presented in Table 2 shows that the vast majority of students (77,9 %) fully agree that the Olympic Games, first of all, are the competitions.

Table 2

**Associations that, According to 15 Year old Students, the Olympic Games Reflect
or not Reflect (n = 230)**

№	Associations	Reflected in the Games Associations, %	Not reflected in the Games Associations, %
1	Beauty	27,9	15,1
2	Competition	77,9	4,7
3	Freedom	13,6	10,5
4	Fair play	25,6	7
5	Optimism	10,5	7
6	Pride	39,5	7
7	Honesty	53,5	26,7
8	Popularity	46,5	19,8
9	Power	34,9	10,5
10	Getting Profits	0	15,1
11	Communication	3,5	7
12	Professionalism	17,7	3,5
13	Aristocracy	7	19,8
14	Attractiveness	18,6	7
15	Mutual assistance	10,5	22,1
16	Moral principles	34,9	3,5
17	Behavior of gentlemen	32,6	13,6

More than a quarter of the students believe that the Games are associated with pride (39,5 %), honesty (53,5 %), beauty (27,9 %), popularity (46,5 %), strength (34,9 %) and moral principles (34,9 %). To a lesser extent, the respondents agree that the Olympic games are associated with beauty (27,9 %) and only 10,5 % of students believe that the Olympic games are attractive. It should be noted that due to the questionnaire, we have failed to find any student who agrees that the Games are associated with the profits. It's interesting that 15,1 % of the interviewed students agree that the Games are associated with aristocracy and optimism.

Conclusions and Perspectives of Further Research. Thus, our research has made it possible to find out that the Olympic Games bring up different associations among pupils, in particular the largest number of students (53,5 %) believe that the Games reflect honesty. More than a quarter of respondents believe that the Games are held according to moral principles and 25,6 % believe that the Games reflect the principle of fair play. At the same time, only 10,5 % of students agree that the principle of mutual assistance is realized in the Games. We think that the answers to such questions could be higher. The obtained results confirm the necessity of expanding the schoolchildren's knowledge about the cultural and educational opportunities of Olympism, the humanistic potential of the Olympic sport.

Our research does not cover all aspects of this problem. Among the further promising areas, we outline the study of the content, structure, tasks, principles of the Olympic education of preschoolers, schoolchildren and students; training personnel for the implementation of the Olympic education programs; the promotion of Olympism and the ideals of the Olympic Movement; the involvement of Olympians and veterans of sports into the educational work among children and youth, etc.

Sources and Literature

1. Bodnar A. O. Olympic education in the system of physical education of schoolchildren. *Methodology of modern scientific research: materials of the IX scientific and practical conference of young scientists*/ed. by K. A. Yurieva. Kharkiv: National Technical University named after G. S. Skovoroda, 2012. P. 10.
2. Yermolova V. M. Olympic Education: Theory and Practice: Teach. Manual. Kiev, 2011. 335 p.
3. Zorij Ya. B., Hackman A. V. The system of Olympic education as a means of pedagogical process of the younger generation. *Scientific journal of Drahomanov NPU. Series 15: Scientific and pedagogical problems of physical culture (physical culture and sports)*. 2016. Ed. 4. P. 33–35.
4. Tkachuk V., Stepanyuk S., Vatsiba O., Hrechanyuk O. Olympic education: from the orytopractice. *Actual problems of youth sports: materials X Ukr. Scien. pract. Conf. Kherson*, 2012. P. 80–81.
5. Radchenko L. Olympic education as a component of pedagogical activity and the factor of youth involvement in the humanistic values of Olympism. *Physical Culture, Sport and Nation's Health: collection of Scien. works*. Vinnytsia, 2014. Vol. 17. P. 794–799.
6. Stepanyuk S., Grabowskyi Yu., Tkachuk V. Technology of teaching Olympic education of pupils in secondary schools. *Physical culture, sport and nation's health: collection of Scien. works*. Ed. 19 (Vol. 1). Vinnytsia: Planer, 2015. P. 426–433.
7. Olympic the me Know ledgefor mation of pupils of basic school in the process of physical culture. – Handwritihg. Dissertation to gains cientific degree of doctor of pedagogical sciences (13.00.02) – the ory and methodic of studying (physical training, bases of health). Volyn National University in the name of Lesya Ukrainka. Lutsk, 2010.

Стаття надійшла до редакції 28.09.2017 р.